

Reading Toolkit: Grade 7 Objective 2.A.2.c

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 2. Analyze text features to facilitate understanding of informational texts

Objective c. Analyze informational aids that contribute to meaning

Assessment Limits:

All text features that enhance, elaborate, refine, or extend the information in the text

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Lesson Seeds

Reading Grade 7 Objective 2.A.2.c

Activities

- Students will be given the opportunity to read a teacher selected text from a science or social science/history book where the teacher will have omitted all informational aids such as labels, captions, numbered steps, etc. from the text leaving space where the omissions have occurred. The missing informational aids should be copied onto small pieces of paper and placed in a folder or envelope. In small groups, students will assemble either the science or the social studies/history text. A class discussion will provide students the opportunity to discuss the importance of informational aids to gain meaning.
- The teacher will prepare two presentations of the same informational text so that one text has a variety of informational aids such as glossed words, boxed text, transition words, etc. while the other text will have no informational aids. Students will read the text without informational aids and then read the text with informational aids. In a teacher-led discussion, students will explain how the informational aids contribute to meaning, detailing the information provided by the informational aids that does not exist in the other text. Another strategy would require students to generate informational aids for the text without the informational aids and then to compare their text with the original text.
- The teacher should place students in small groups. Provide each group a different but specific purpose for an informational reading assignment. Provide each group with a series of text introductions or overviews. Students should read each of the overviews and reach a joint decision about which text/s would best serve their reading purpose. Each group will share its findings with the remainder of the class detailing the information in the text introduction or the overview that caused them to select that text. As a group students and teacher will discuss the purpose of the overview and in which text/s this seems to occur.
- The teacher will provide students with an informational text that contains multiple captioned pictures or illustrations. Students should read the text. Next students should read the captions and categorize them as essential or additional information based upon their reading of the text. Finally students should organize those same captions from least to most helpful in helping to create meaning from the text.

Clarification

Reading Grade 7 Indicator 2.A.2

To show proficiency of the skills stated in this indicator, a reader will be able to **identify, use, and analyze text features**. These text features are purposeful and send visual signals to the reader about the nature and use of the content. As the complexity of texts increases, these features lead readers first to make predictions about the text and later to draw conclusions from the text.

In order to gain full comprehension of a text, a reader should **use print features and analyze text features**. A reader should take note of the use of bold or italic type, font type and size, colored type, underlining, and quotation marks, which allow insight into the relative importance and organization of a text. These varied uses of print features focus a reader's attention on specific aspects of text and help a reader gauge the importance of ideas and their relationship to each other.

Effective **use and analysis of graphic aids** is necessary to comprehend informational text. When using graphic aids, a reader should be able to identify the information the aid provides and determine a purpose for its use. Photographs and illustrations with or without captions deliver a quick insight into the content of a text. Cartoons relay an author's attitude and can, with minimum text, serve as a persuasive device. Maps, graphs, diagrams, and tables deliver much information from minimal text. Combining the information a graphic provides with effective use of print features enhances a reader's comprehension of a total text. This, in turn, allows a reader to draw conclusions about the importance of the information.

Using and analyzing informational aids is a vital component in text comprehension. A preview of text helps a reader prepare for accessing information. Timelines, glossed words (words defined within the text), bulleted lists, and pronunciation keys throughout the text assist a reader in securing specialized information that will increase comprehension. Recognition of transitional words helps a reader follow a sequence of events or development of an idea, argument, or persuasion. Footnotes and works cited establish a source from which a student can judge the reliability of a text. Analyzing informational aids in combination with print and graphic aids supports the comprehension of a text.

When a reader **uses and analyzes the organizational aids** in a text, he or she focuses on a general outline of information that contributes to meaning. Tables of contents set the order in which information is presented while titles, subtitles, headings, and subheadings within a chapter or section establish a sequence or degree of importance of that information. These aids along with other standard features such as glossaries and indices help a reader develop understanding of a text.

To **use and analyze online information**, a reader needs to use and analyze online features effectively. Once a reader knows the location and use of the URL, he or she can access additional sources of information through hypertext links or drop down menus. Knowing how these features work allows a reader to maneuver through a website to read with purpose and gather information.

URL

Uniform Resource Locator is the address of the website.

Home Page

This page is the first one in a website.

Hypertext Links

Highlighted or underlined text will take a user to another website which has related information. A link to another website is indicated when the cursor moves over highlighted or underlined text and the cursor changes to a hand with a pointed finger. Left clicking the cursor allows a user to access that website.

Drop Down Menu

These menus and lists are signaled by inverted pyramids. When the inverted pyramid is clicked on, a series of other sources appears.

Sidebar

Information, such as site maps, lists, or explanations of the site, are set off in boxed text.

Locating the sponsor of a website combined with focused reading helps a reader judge the reliability of a source. Using certain elements of print, graphic, and organizational aids, a reader can make judgments about online text and construct meaning from it.

As readers have more experiences with these skills and with increasingly complex texts, their cognitive abilities will also increase. Experienced readers will be able to identify, explain, and analyze how all text features can support the main idea of a text. Readers will understand how these features contribute to and complement each other to help a reader construct meaning of an entire text.